# RECOMMENDATIONS ON PRIORITIZING ARIZONA'S EDUCATION REFORM PLAN

**12/15/2010**

*Arizona's Vision Statement: A future where all Arizona students are prepared to succeed in college and careers and lead this state in the next 100 years and beyond.*

# Table of Contents

## Introduction

**Background**

In 2009-2010, the State of Arizona responded to an opportunity to apply for federal Race to the Top funds designed to support states' efforts to address the nation's four education reform priorities: college and career-ready standards and assessments, effective data use, great teachers and leaders, and support for struggling schools. When Governor Jan Brewer made the decision to apply for Race to the Top funds, she did so with the intention of developing a state education reform plan that would serve as a roadmap to improve Arizona's education system and ensure its students are prepared for the 21st century. With broad stakeholder support, the Governor emphasized that regardless of the outcome of the Race to the Top competitive grant process, Arizona would move this plan forward. Although Arizona was not one of the twelve states who were awarded funds, the quality and soundness of the plan is evidenced by the fact that Arizona was one of 18 finalists in Round II, and only five points away (out of a possible 500) from the winning proposals.

In keeping with the Governor's commitment, shortly after notification of the Race to the Top awards Governor Brewer charged the P-20 Coordinating Council (Council) with examining the Race to the Top Round II proposal to determine what, when and how the major reform initiatives described in the proposal could be implemented. For several months, the Council's Task Force chairs and selected members (P-20 work group) met to transition the Race to the Top proposal into a viable Arizona education reform plan and develop recommendations regarding the implementation of the plan, the governance structure to oversee it, funding implications and the benchmarks to be accomplished. It was not the work of the P-20 work group to digress from the Race to the Top proposal, but rather to reconfirm the vision, goals and initiatives developed for the application Round II and begin to develop a strategic plan to implement them.

**Process**

The P-20 work group began its work in fall of 2010. Each member reread and revisited the Arizona Race to the Top proposal and the recorded Arizona finalist presentation and panel review available on the USED website. The P-20 work group then used an analysis tool [See Appendix A for Analysis Tool] to take into account several conditions in considering the implications of implementation without Race to the Top funding. Examining the major strategies and activities under each reform area, the Task Force work group considered:

- The feasibility of implementation based on funding opportunities
- Funding potential including the type and name of potential funding sources if none currently exists
- What actions were needed to implement this initiative/strategy e.g., legislation, policy, new governance structures
- When the initiative/strategy needed to be implemented, noting the sequence of efforts that are or may be dependent upon one another
- Who would be primarily responsible for implementation of this initiative/strategy
- The priority/urgency of this initiative/strategy

Rankings were given for feasibility, priority and capacity (high, moderate, low) and rationale was provided to support, clarify and/or explain the group's ranking scores [See Appendix B for Analysis Tool Directions].

The work group then used this data analysis to form recommendations for the larger P-20 Coordinating Council and ultimately, the Governor [See Appendix C for Analysis results]. Once this initial analysis was completed to determine the high priority/high urgency initiatives, the work group then developed a timeline, mapping the high priority items over a four year period; noted those initiatives that were critical for others to occur; and identified critical benchmarks in the four year plan in order to ensure adequate progress.

**Underlying Concepts and Assumptions**

As a result of discussions throughout the process, the four priority areas were recognized as the four pillars of Arizona's reform plan, with vital support areas (e.g. Regional Centers, STEM, etc.,) being threaded within and across the four pillars. The work group identified the following concepts and assumptions that underlie the recommendations:

1. All four pillars need to be involved in varying degrees for each initiative/task to be successful, recognizing that the four pillars not only support the reform platform, but support each other as well and are interdependent. For example, key elements of the data system need to be in place, as they set the foundation for the entire plan; improving struggling schools will only happen if staffed with highly effective teachers and leaders.

2. The plan requires all P-20 education institutions to support and make needed changes to improve public education.

3. Budget will be an issue. Examine resources across the state budget, as this is not just a K-12 or P-20 issue. Use available funds, along with additional grant opportunities, knowing they will have to be reallocated and repurposed as needed.

4. Each group – K-12, higher education, early childhood –needs to take ownership of their piece of the plan, determining implementation strategies and sharing public accountability reporting with the P-20 Coordinating Council. The P-20 Coordinating Council needs to strongly support the education reform plan that it recommends to the Governor.

5. The plan needs to be reassessed and updated on a regular basis. While the four pillars form the core of the plan, they may not be all-inclusive. This plan will continue to evolve with the implementation phase.

## Achieving Arizona's Vision for Education

As it approaches its centennial celebration, Arizona has an opportunity to reflect on its past and look ahead to its future. Arizona deeply respects the entrepreneurial spirit that built the first 100 years of the state's history, and it is determined to preserve that spirit into its second century. Arizona's future will rest on the success of its young people, which in turn rests on current action to transform its education system. The transformation of Arizona's education system will realize the state's vision:

*A future where all Arizona students are prepared to succeed in college and careers and lead this state in the next 100 years and beyond.*

Arizona is building on this innovative, entrepreneurial history of education reform, focusing on the most important priority in improving student learning: ensuring that all students benefit from effective instruction, year after year, in every grade, in every course, in every school, and in every area across the state.

Arizona is drawing on its courageous spirit to realize this strategy, aided by strong leadership and true partnerships among State government, district and school leaders, teachers, postsecondary leaders and faculty, the business community, communities, parents and students.

The guiding force behind Arizona's education transformation agenda is the urgent need to prepare our students to be leaders in a new economy that highly values advanced knowledge and skills, particularly in science, technology, engineering and mathematics. Over the last decades, Arizona has been racing to re-tool itself by building on its economic history – one defined by the "Five Cs" of cotton, cattle, citrus, copper and climate – to develop a new economic base focused on fast-growing aerospace, biotech, computer chip and solar energy industries.

This can be achieved through an integrated educational system designed to drive continuous improvement and built on four foundational pillars: effective data use, strong standards, assessments and accountability, renewed investment to produce great teachers and great leaders and a dedication to the supports needed to improve achievement at historically low performing schools.
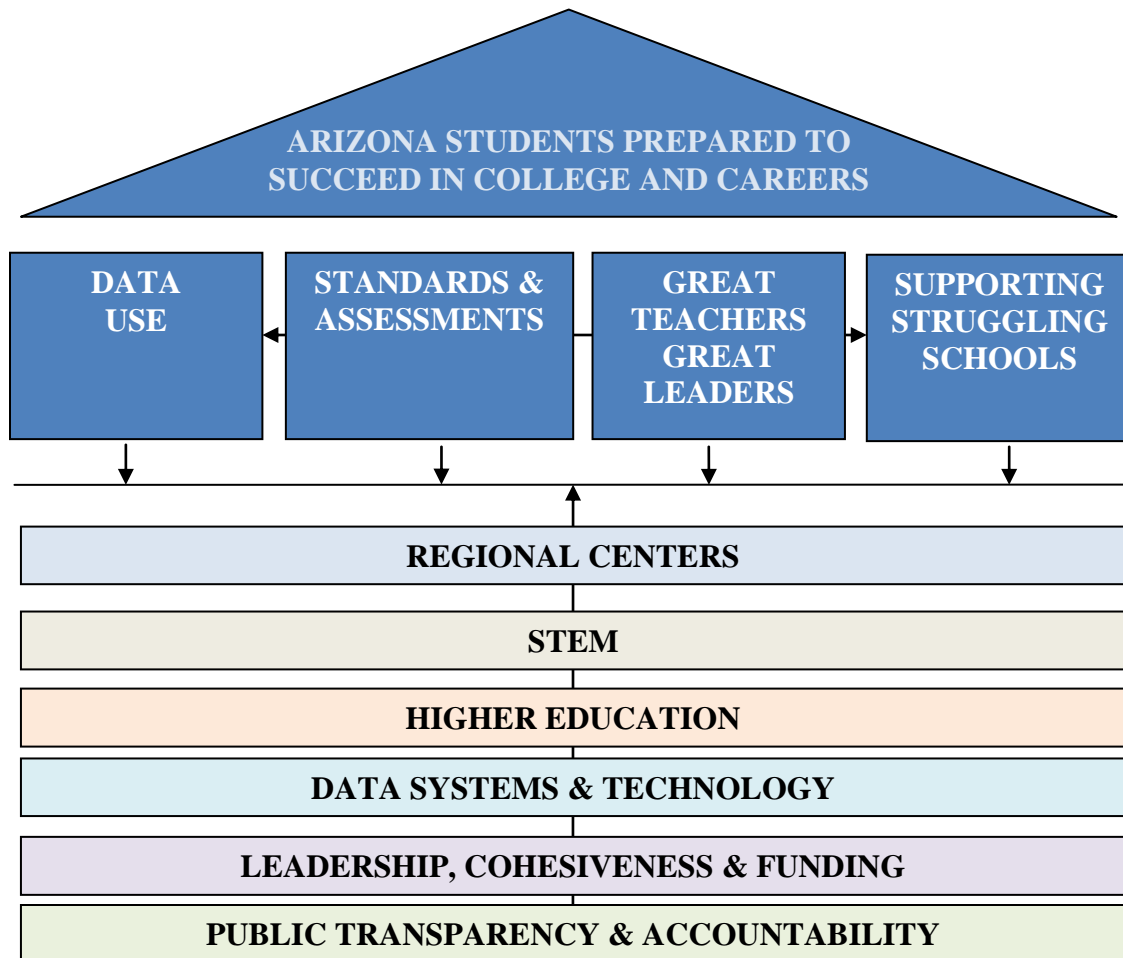
**An integrated system is key. The interrelatedness of each of the four pillars is displayed in this graphic.**

Great Teachers
Great Leaders

Supporting
Struggling
Schools

Data Use

Standards and
Assessments
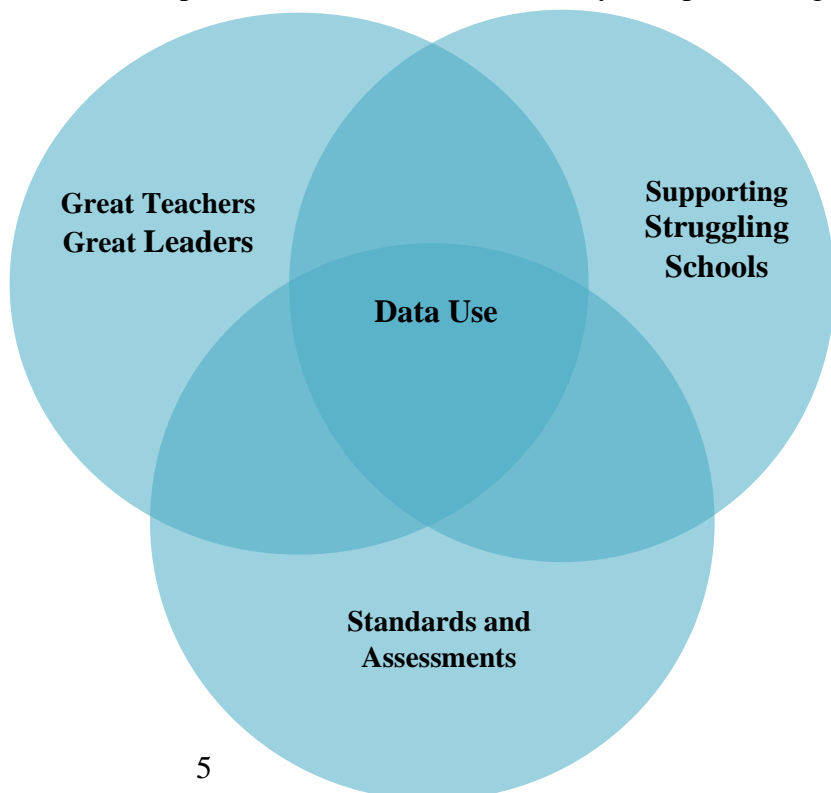
To address the four pillars, *a statewide data system is essential*– it provides both the storage and delivery mechanism for key information needed for **data use** by stakeholders. Meanwhile, all schools need *great leaders and teachers* and *a solid accountability system* based on *rigorous standards and assessments* to monitor student progress and efficiently identify *struggling schools in need of assistance.*

Vital supports are threaded within and across the four pillars: **Regional Centers** for training and technical assistance; a focus on science, technology, engineering and mathematics (**STEM**); the involvement of **higher education** to produce strong teachers and leaders who are prepared to work in a standards-based system as well as using new state assessments to determine preparedness of high school graduates for credit bearing coursework; the use of **robust data systems** accessible at all levels as well as use of **technology** in the classroom; a strong commitment from the state in terms of **leadership, cohesiveness, and funding** with **public transparency and accountability**.

**Components of Arizona's Reform Plan**



ARIZONA STUDENTS PREPARED TO SUCCEED IN COLLEGE AND CAREERS

| DATA USE | STANDARDS & ASSESSMENTS | GREAT TEACHERS GREAT LEADERS | SUPPORTING STRUGGLING SCHOOLS |

REGIONAL CENTERS

STEM

HIGHER EDUCATION

DATA SYSTEMS & TECHNOLOGY

LEADERSHIP, COHESIVENESS & FUNDING

PUBLIC TRANSPARENCY & ACCOUNTABILITY

**The Four Pillars**

At its core, the education reform plan is rooted in the idea that before systematic reform can occur it is essential that there be **high quality data systems** to inform instruction, drive innovation and improve accountability. The **data systems** must provide timely and relevant information to teachers, school leaders and policy makers. The use of data to drive instruction must become a cultural given within our schools and inform all of our reform efforts. The system is also required by SFSF and provides a critical and foundational component to the other three areas of the educational reform plan including:

1. Having access to high quality, timely and secure data is a requirement to support the implementation of the other key areas of the AZ Education reform plan, and
2. SFSF commitment requires full implementation of all 12 elements of the SLDS by November 2011.

While high quality **data systems** are foundational to the plan, the plan itself is built on a deceptively simple charge: focus on the effectiveness of **great teachers and great leaders** to improve instruction. It is a given that **great classroom teachers** who are supported by **strong academic leaders** are essential for student success. The reform plan works to tie rewards and accountability to classroom performance while providing more robust professional development to improve **teachers' and leaders' capacity** to grow student learning. Professional development will be particularly focused on maximizing the use of assessment **data to improve instructional practice.**

Working diligently in recent years to align its mathematics and English language arts **standards** with rigorous national guidelines and NAEP frameworks, Arizona moved aggressively to enact even higher standards through the adoption of the **Common Core State Standards** and by joining the **PARCC assessment** group to develop meaningful evaluations of student progress. By 2014 Arizona students, teachers, schools and districts will be assessed on the new common core standards that measure the skills needed to be college or career ready at graduation. **Assessment** efforts will be shaped by discussion and decisions among multiple states including Arizona. This multi-state approach, coupled with Arizona's history of and reputation for high quality state **standards** suggests that the state will meet the timelines we have developed and that Arizona Department of Education resources will be appropriately deployed. Arizona can also anticipate new government funding for development purposes.

While we move to **higher standards and college and career ready assessments**, Arizona's historically **struggling schools** create the biggest challenges and opportunities. Creating a unified and consistent system to evaluate school performance is essential to ensure accountability. In addition, it is critical for Arizona to build a pipeline of turnaround professionals who can jump start education reform in even the most challenging academic environments. Finally teachers, schools and districts will need high quality and convenient assistance delivered through Regional Centers.

# Recommendations

As charged by Governor Brewer, the P-20 Coordinating Council, through its P-20 work group, has developed the following recommendations based on analysis of the urgency, feasibility, and capacity to implement the initiatives and strategies outlined in the education reform plan developed through Arizona's Race to the Top application.  The recommendations are organized in two groups: those that are specific to the four pillars and those that are overarching.  **It is important to note that although a few recommendations must be considered before others can be implemented, they are not listed sequentially or by order of importance; but rather, the recommendations are interrelated, one building upon another**.  **The recommendations, therefore, should be <u>viewed as a whole</u> to fully address the systemic nature of these reform efforts.**  Notations at the end of each recommendation reference the pillar and the section of the Race to the Top proposal in which the initiatives are described: (B=Standards and Assessment, C= Data Use D= Great Teachers and Leaders, E= Struggling Schools); task numbers reference the priority initiatives/tasks outlined in the reform implementation timeline table that follows.

### I.        *Reform Plan Recommendations: the Four Pillars*

*<u>Recommendation 1</u>: Create a Statewide Longitudinal Data System (SLDS) governance structure that spans P-20 and beyond.* The data system needs to be ready in time for, if not ahead of, the needs of the other priority areas. Additionally, while it may appear that the Arizona Department of Education is solely responsible for the SLDS and that many of the recommendations are focused on the K-12 component of the system, the SLDS must be a data management system that seamlessly links P-12 and higher education with other agencies such as labor, commerce, health etc.   That strongly suggests that the ultimate responsibility for developing and implementing the system be the responsibility of a governance structure and leadership that does not reside in only one agency.   We also recommend that this work needs to be led by more than the P-20 Coordinating Council and needs a dedicated staff member, at least part-time, to manage the development and implementation of the Data System across the various stakeholders and agencies and across the other three pillars in order to meet timelines and assurances of SFSF [Tasks 1, 5, 6, 18, 19 – C (1) (2) (3)].

*<u>Recommendation 2</u>: Expand SLDS reach into the workforce, and support more than P-20.* The SLDS that we envision is not just a P-12 system, or even a P-20 system, but rather an integrated data system that also reaches into the workforce, providing access to quality data and meaningful information that not only ensures excellent teaching and maximizes learning and student achievement but also drives and supports success in the workplace, economic development and personal prosperity. [C (3)]

*<u>Recommendation 3:</u> Move data systems from compliance to use with a focus on teachers and teacher leaders.* Indicative of the inflection point that we are at in moving from data for compliance purposes to the use of good data and information to inform our thinking, planning and decision making, we have given a very high priority to the use of data and data systems by teachers and teacher leaders.  [Tasks 2, 3, 4, 8, 9, 10, 15, 26, 27, 33 – C (2) (3), D (1) (2) (5)].

***Recommendation 4:*** ***Ensure that the SLDS links student performance data to specific classrooms and teachers, districts and schools, and teacher preparation programs.*** While the general topic of data gathering, analysis and access is discussed above, it must be emphasized that virtually all of the needs related to Great Teachers, Great Leaders are predicated on the timely, comprehensive delivery of meaningful, actionable data that links student performance to not just district and schools and specific classrooms and teachers but also to specific teacher preparation programs to inform decisions and drive improvement. [Tasks 2, 8, 19, 23, 24, 25 – B (3), C (2)(3), D (2)]

***Recommendation 5:*** ***Make the Common Core State Standards and the accompanying assessment a high priority.*** They are foundational to reform efforts**,** clearly linked to other reform efforts, and critical in meeting student achievement goals [Tasks 11, 12, 13, 14, 21, 25, 28, 31 – B (3)].

***Recommendation 6:*** ***Communicate to LEAs the transition plan from current AIMS items based on state standards to assessments based on the CCSS.*** LEAs need to be clear that the transition is not a redesign of AIMS and there will be several years where the common core state standards need to be taught while the current AIMS tests are given [Tasks 11, 25, 27, 31 – A (2), B (3), C (3)].

***Recommendation 7:*** ***Expand formative assessment tools and development of interim assessments.*** This may be accomplished through IDEAL, the PARCC consortium, current district systems and /or other efforts that will develop as this effort moves forward [Tasks 13, 21, 28, 31 -  B (3)].

***Recommendation 8:*** ***Establish the use of educator evaluations to facilitate continuous improvement at all levels of a school.*** More meaningful evaluation tools that are based largely on student achievement will only be meaningful if they are used to drive behaviors and decisions around compensation, promotion and retention of teachers and administrators. They must also drive the allocation of professional development resources dedicated to helping underperforming teachers and administrators improve as well as help excelling teachers and administrators reach their full potential  [Tasks 8, 9,15, 27, 29, 30, 33 – A (2), C (3), D (2)(3)].

***Recommendation 9:*** ***Enhance incentives for alternative pathways.*** Central to the goal of increasing the number of effective teachers and administrators in Arizona's public schools is our ability to increase the pipeline of highly capable and highly qualified candidates for those positions. The current environment relies heavily on the schools of education at our three state universities and a handful of private post-secondary institutions. An immediate goal would be to identify any barriers to expanding this range of sources. A longer range goal is to create a "feedback loop" that uses the data generated by a fully implemented evaluation system to provide information to those institutions pointing to the strengths, weaknesses and gaps in their teacher and administrator preparation programs. The potential also exists for leveraging existing alternative sources (Teach for America, Arizona Teaching Fellows, et al for example) through more aggressive public-private partnerships to bring more high potential candidates into the pool, particularly targeting more hard-to-staff subjects and geographic areas [Tasks 14, 15 – D (3)]. 0

**_Recommendation 10:_** **_Provide pre-service and new teachers and administrators with meaningful mentorship and induction experiences._** Student teachers and aspiring principals should have the opportunity to be mentored by successful educators, especially in high needs areas, to ensure that they are prepared for these challenging positions. By the same token, new teachers and administrators should have access to strong induction programs. Several exist and should serve as models for expansion [D (3)(5)].

**_Recommendation 11:_** **_Provide incentives for highly effective educators to work in struggling schools._** One of the highest priorities for improving student outcomes is to ensure an adequate supply of teaching and leadership excellence and expertise to our most challenged schools and students most in need. Targeted strategies around incenting highly effective educators to work in these schools on both a short term (as part of a turnaround team) and long term (as permanent staff) basis have been suggested ranging from financial incentives including stipends and/or student loan forgiveness, specialized programs such as "grow your own" teacher recruitment and development, and targeted public-private partnerships. Several exist and have the potential to be expanded with relatively modest increases in invested resources [Tasks 4, 15 – D (1) (3)].

**_Recommendation 12:_** **_Grow a cadre of turnaround experts at the teacher, principal, and district levels through a turnaround leadership training program that coordinates various leadership training opportunities._** This is one of the most challenging projects for the state but also the most important, and is essential to changing the culture and performance in historically underachieving schools. This can be done through a turnaround leadership training program specifically designed to prepare educational leaders to work in failing schools. While the early efforts of building this cadre of turnaround specialists will be focused on the most severely struggling schools, the long-term goal is to have a wealth of expertise at the state and local levels so performance declines can be mitigated as quickly as they are detected. In addition, many of the turnaround specialists can train other education professionals, further increasing the pipeline. These specialists can also help districts develop this turnaround and educational improvement capacity themselves. There are a number of leadership initiatives being implemented; however, they are fractured and may be duplicative in certain areas. We believe that it is integral to get the various groups working on leadership issues to come together for a common vision, share resources, and focus [Tasks 15, 17, 22 – D (3), E(2)].

**_Recommendation 13:_** **_Create a unified accountability system._** Arizona has a disjointed accountability system that needs consolidation so that all Arizonans have a clear understanding of the status of their school achievement. The current system relies on one set of performance data under Arizona Learns, another set of measures under NCLB, and now a set of standards under the Persistently Low Achieving schools under the federal SIG grants. Combine these with the new school labeling statute and it creates multiple and potentially contradictory measures of performance. In order to effectively manage and improve performance, the measures used to benchmark performance must be stable and understandable. The current system of multiple measures creates confusion and weakens the ability of the state to accurately discriminate performance [Task 16 – E (1)].

**_Recommendation 14:_** **_Evaluate the need to modify the academic receivership statutes to ensure that the state has sufficient remediation authority at the school and district level._** While ADE has school improvement teams in place and has ramped-up turnaround principals trainings

through AZ Leads and ADE, more aggressive receivership options may be needed. We anticipate that the most aggressive receivership options would only be used sparingly [E (1)].

## II.    *Overarching Reform Plan Recommendations*

*Recommendation 15: Support Arizona's Education Reform Plan through reallocation and multi-purpose funding.*  We must fund this work from multiple perspectives and sources, ensuring little to no duplication of effort and expenditures.  Considerations include:
- Reviewing existing state level funds that can be utilized.
- Reviewing other significant bodies of work, currently funded, that require strong data systems, as "multi-purpose" funding opportunities.  For example 1) LEA's plans to allocate funds to develop and enhance their data systems, 2) Multiple ASU Teacher effectiveness projects (PDS, TAP, NEXT), and 3) Maricopa County REIL (Rewarding Excellence in Instruction and Leadership).  The extent to which elements of these plans can be used as models or "lead vehicles" for needed elements of the state system should be explored.
- Reconsidering how current funds are being used and reallocate, particularly where current investments are not getting desired results.
- Making connections with other organizations across the education and workforce-economic development enterprise.  Ensuring that these connections are at least comprehended in our long range plan may also give us the opportunity to apply for funds from state and federal level agencies like Commerce, Labor and Economic Development.
- Seeking new funding, both public and private, wherever feasible

*Recommendation 16: Create Regional Centers to address and support LEA capacity issues.* Successful implementation of these initiatives will ultimately rely on what occurs at the LEA level.  As noted in the work team's analysis, capacity issues must be addressed.  "Some," as contrasted to "most," LEAs may have the capacity for implementing standards, assessments, educator evaluation systems and instructional improvement.  The Regional Centers are seen as important delivery structures for locally accessible professional development and technical assistance on these high priority initiatives that need to be implemented state-wide.  Coordinated support from ADE in cooperation with Regional Centers will provide a more efficient and effective approach to systemic reform efforts [Task 33 – A (2), C (3)].  This system should address as its focused priorities:
- Support to LEAs in transitioning to the common core standards and assessments. Support and assistance in curriculum alignment, standards based instruction and use of interim and formative assessments will be critical to both teachers' teaching and students' learning.
- Training and support for Arizona's SLDS and effective data use. Professional development is critical in supporting the implementation of the Arizona Growth Model, using data to inform instruction as well as the new performance review process for teachers and leaders.
- Implementation of educator evaluation systems. SB1040 requires that individual teacher and administrator evaluations be based at least 33% (and up to 50%) on student performance data with observational data and other factors accounting for the remainder. Considerable training and support will be required to effectively implement a new

evaluation system and manage the cultural change that will predictably follow in many public school environments.

- Support and assistance for struggling schools. On site assistance to struggling schools will support school efforts to improve and close achievement gaps.

*Recommendation 17:* ***Engage higher education at a deep level in the implementation of the Arizona reform plan.*** Colleges of Education, along with other providers of teacher pre-service programs, play a lead role in preparing a new teacher. A strong commitment from higher education will be needed to ensure pre-service programs prepare teachers to teach in a standards-based system. In addition, the PARCC assessment, of which Arizona serves as a Governing state, includes a college-ready assessment intended to be widely accepted by higher education institutions as a good indicator of a student's readiness for college-level courses. Higher education will need to be actively involved in the assessment development to ensure that happens [Task 14 – B (3)].

*Recommendation 18:* ***Establish, monitor and report performance measures and benchmarks that are public and transparent.*** Metrics and trajectories for student achievement have been set and will need to be monitored in order to meet identified targets at the transition years, Grades 3, 5, 8, and 10. In addition, performance measures and benchmarks need to be established for the initiatives in the plan. Public transparency and accountability will be necessary to ensure the plan is moving forward and progress is being made [A (2)].

*Recommendation 19:* ***Clearly articulate the role of the P-20 Coordinating Council in implementing Arizona's education reform plan.*** If one considers governance across the P-20 continuum and with an understanding of the statutory authority embedded within each of Arizona's education sectors, it is without question that the Governor plays the leading role of "owning" the vision, i.e. articulating how Arizona will be transformed by systemic reform, along with the urgency and criticality of pursuing the same. The Governor is in a position to provide greater public transparency of progress on the systemic reshaping of Arizona's P-20 continuum through the timely reporting on key metrics. The Governor, in her role as the state's chief executive, is in a position to articulate education priorities reflecting a P-20 perspective through her use of the "bully pulpit", executive order, and/or legislative/budget agenda.

The P-20 Coordinating Council should continue to play a leading role in supporting the Governor's vision of education. It is recommended that as the current Council moves from a focus on transitioning Arizona's Race to the Top application to Arizona's education reform plan heavily focused on the critical role of the state's K12 system, the Governor in consultation with the Council should engage in the following:

1. Establish the mission of the P-20 Coordinating Council with consideration of the following:

   - Continue serving as an advisory council to the Governor;
   - Communicating/coordinating efforts within and across education sectors, which may include the establishment of broadly-stated P-20 goals and objectives while recognizing the role of each education sector in developing its own goals and objectives in support of the state's P-20 vision;

- Advocating for the shared reform plan to all stakeholders and constituencies;
- Strategically connecting the purpose and reshaping of education efforts to non-education key stakeholders;
- Reporting to the Governor progress on key P-20 metrics;
- Identifying areas warranting further review/analysis;
- Establishing accountability measures to inform the Council's work, which may include convening ad hoc committees and/or authorizing ad hoc research or reports; and,
- Assuming a leading role in developing strategies to support the long-term viability/sustainability of coordination, collaboration across Arizona's P20 continuum.

2. Develop in light of an agreed upon P-20 Coordinating Council mission:

- Proposed membership with the expectations of members clearly articulated, for consideration by the Governor;
- Council protocols for managing and evaluating its work, including process for establishing standing and/or ad hoc committees; and,
- Measures to be used by the Council to assess its own progress in meeting its stated mission.

# Table I

## Summary Table of Recommendations

*The following table summarizes the relationship of the recommendations to the four foundational pillars of the reform plan.*

| Recommendation | Data Use | Standards and Assessment | Great Teachers and Leaders | Support for Struggling Schools |
|:---:|:---:|:---:|:---:|:---:|
| 1 | x | | | |
| 2 | x | | | |
| 3 | x | | x | |
| 4 | x | x | x | |
| 5 | | x | | |
| 6 | x | x | x | |
| 7 | | x | | |
| 8 | | | x | |
| 9 | | | x | |
| 10 | | | x | |
| 11 | | | x | x |
| 12 | | | x | x |
| 13 | | | | x |
| 14 | | | | x |
| 15 | x | x | x | x |
| 16 | x | x | x | x |
| 17 | x | x | x | x |
| 18 | x | x | x | x |
| 19 | x | x | x | x |

**Table II. Arizona Educational Reform Task/Timeline: Four Year Implementation Plan – High Priority Tasks***

| Tasks | Year 2011 | | | | Year 2012 | | | | Year 2013 | | | | Year 2014 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 |
| 1. Establish Data Governance (C(2)1.2 | ★ | | | | | | | | | | | | | | | |
| 2. Provide authorized users with single sign-on access to student-level data. C(2)1.4 | ★ | | | | | | | | | | | | | | | |
| 3. Implement Instructional Improvement Systems: Survey LEAs to identify instructional improvement systems currently in place and determine satisfaction C(3)(i)1.1 | ★ | | | | | | | | | | | | | | | |
| 4. Develop process for monitoring, evaluating, and identifying areas of effective teacher and principal shortages; prepare teachers and principals to fill these shortages D(1)(iii) | | | ★ | | | | | | | | | | | | | |
| 5. Enhance access privilege components to authorized researchers. C(3)(iii)3.2 | | | | | | | ★ | | | | | | | | | |
| 6. Establish a research agenda consistent with AZ reform initiatives and student achievement goals C(3)(iii)3.1 | | | | | | | ★ | | | | | | | | | |
| 7. Conduct data capabilities analysis | | | | | | | | | | | | | | | | |
| 8. Establish a clear approach to measure student growth D(2)(i) | | | | | | | | | | | | | | | | |
| 9. Develop a consistent, rigorous, fair and transparent educator evaluation system D(2)(ii) | | | | | | | | | | | | | | | | |
| 10. Improve existing systems based on data capabilities analysis, e.g. data dashboards and tools (state, parent/teacher, leaders) C(2)1.2 | | | | | | | | | | | | | | | | |
| 11. Implement transition plan to enhanced standards by implementing the common core, B(3); B(3) | | | | | | | | | | | | | | | | |
| 12. Align curriculum to common core standards and other state standards. B(3)1.1 | | | | | | | | | | | | | | | | |
| 13. Participate in consortium of multiple states to develop high-quality balanced assessments system aligned to the common core B(3)2.1 | | | | | | | | | | | | | | | | |

*Priority Score 1= High Need: This is a high need project and critical to Arizona's education reform plan.

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*LEGEND*
☆ = One Time Event Completed

★ = Regional Centers

**Reform Pillars (colored bars):**      State Data Systems "Blue"          Great Teachers and Leaders "Green"

Standards and Assessments "Red"          Struggling Schools "Yellow"

**Arizona Educational Reform Task/Timeline: Four Year Implementation Plan – High Priority Tasks\***

| Tasks | Year 2011 | | | | Year 2012 | | | | Year 2013 | | | | Year 2014 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 |
| 14. Engage institutions of higher education to support transition to and implementation of common core standards and assessments in teacher preparation and continuing education programs | Red | Red | Red | Red | Red | Red | Red | Red | Red | Red | Red | Red | Red | Red | Red | Red |
| 15. Staff high need schools with highly effective teachers  D(3)(i) D(3)(ii) | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green |
| 16. Consolidate state's accountability statutes, including establishing state's remediation authority at the school and district level E.1 | Yellow | Yellow | Yellow | Yellow | Yellow | Yellow | Yellow | Yellow | Yellow | Yellow | Yellow | Yellow | Yellow | Yellow | Yellow | Yellow |
| 17. Support persistently low-achieving schools (SIG) E(2)(ii) 1.1 | Yellow | Yellow | Yellow | Yellow | Yellow | Yellow | Yellow | Yellow | Yellow | Yellow | Yellow | Yellow | Yellow | Yellow | Yellow | Yellow |
| 18. Enhance data quality, access and utility. C (2) 1.2 | | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue |
| 19. Meet America Competes Act elements:  additional  5 of 12 elements to enhance quality, access and utility C(1)(i) | | Blue | Blue | Blue | | | | | | | | | | | | |
| 20. Provide training and support to LEAs to use data: Convene leading districts to collect and share lessons learned. C( 3)(ii)2.1; connect protégés with mentor LEAs C (3) (ii )2.2 | | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue |
| 21. Develop new items and forms for the current AIMS that align with common core  B(3)2.3 | | Red | Red | Red | Red | Red | Red | Red | Red | Red | Red | Red | Red | Red | Red | Red |
| 22. Build a turnaround pipeline of highly specialized educators  E(2)(ii)1.2 | | Yellow | Yellow | Yellow | Yellow | Yellow | Yellow | Yellow | Yellow | Yellow | Yellow | Yellow | Yellow | Yellow | Yellow | Yellow |
| 23. Implement Instructional Improvement Systems: Provide system quality standards and guidance to LEAs C(3)(i)1.2 | | | | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue |
| 24. Build infrastructure in rural/high poverty areas. C(2)1.3 | | | | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue |
| 25. Maintain and increase ongoing communication to promote use of assessment results to enhance learning. B(3)2.2 | | | | Red | Red | Red | Red | Red | Red | Red | Red | Red | Red | Red | Red | Red |
| 26. Conduct annual evaluations of teachers and principals that provide timely and constructive feedback and reports of student growth.  D(2)(iii) | | | | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green |

\*Priority Score 1= High Need: This is a high need project and critical to Arizona's education reform plan.

# Table II.  Arizona Educational Reform Task/Timeline: Four Year Implementation Plan – High Priority Tasks*

| Tasks | Year 2011 | | | | Year 2012 | | | | Year 2013 | | | | Year 2014 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 |
| 27. Provide teachers and principals data informed induction, professional development, coaching and common planning and collaboration time D5(i) | | | | green | green | green | green | green | green | green | green | green | green | green | green | green |
| 28. Expand and/or develop formative and interim assessment systems  B(3)2.5 | | | | | | | | | red | red | red | red | red | red | red | red |
| 29. Measure, evaluate, improve supports by incorporating evaluation results into the above strategies. | | | | | | | | | green | green | green | green | green | green | green | green |
| 30. Use evaluation results to drive decisions including professional growth, compensation, incentives, advancement and dismissal   D(2)(iv) | | | | | | | | | green | green | green | green | green | green | green | green |
| 31. Transition to enhanced high-quality assessments. B(3) | | | | | | | | | | | | red | red | red | red | red |
| 32. Ensure implementation of common core standards with fidelity.  B(3)1.4 | | | | | | | | | | | | | red | red | red | red |
| ★  = Regional Centers | | | | | | | | | | | | | | | | |
| 33. Regional  Centers:<br>• Release RFP for Regional Centers and make awards.<br>• Hire and train center a coordinator and 4 specialists for each center:  standards and assessment, data use, educator evaluation, struggling schools.<br>• Center staff, in coordination with ADE, provides training to LEAs.<br>• Center staff, in coordination with ADE, provides assistance to LEAs to implement key initiatives (common core standards and assessments, data use, educator evaluation systems and support for struggling schools). | | | ★ | | | orange | | | orange | orange | orange | orange | orange | orange | orange | orange |

*Priority Score 1= High Need: This is a high need project and critical to Arizona's education reform plan.

See Appendix D for implementation details for each of the tasks/initiatives listed.